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ABSTRACT

THE PRODUCT OF TWO SUMMER INSTITUTES TO PREPARE TEACHERS AND ADMINISTRATORS FOR SCHOOL INTEGRATION, THIS REPORT CONTAINS A RESOURCE MANUAL ON "THE BLACK SELF-CONCEPT." FOR FULL ABSTRACT OF INSTITUTE PROCEEDINGS, SEE UD 009 479. FOR OTHER RESOURCE MANUALS, SEE UD 009 480, UD 009 481, UD 009 482, AND UD 009 484. (KG)

THE BLACK SELF CONCEPT

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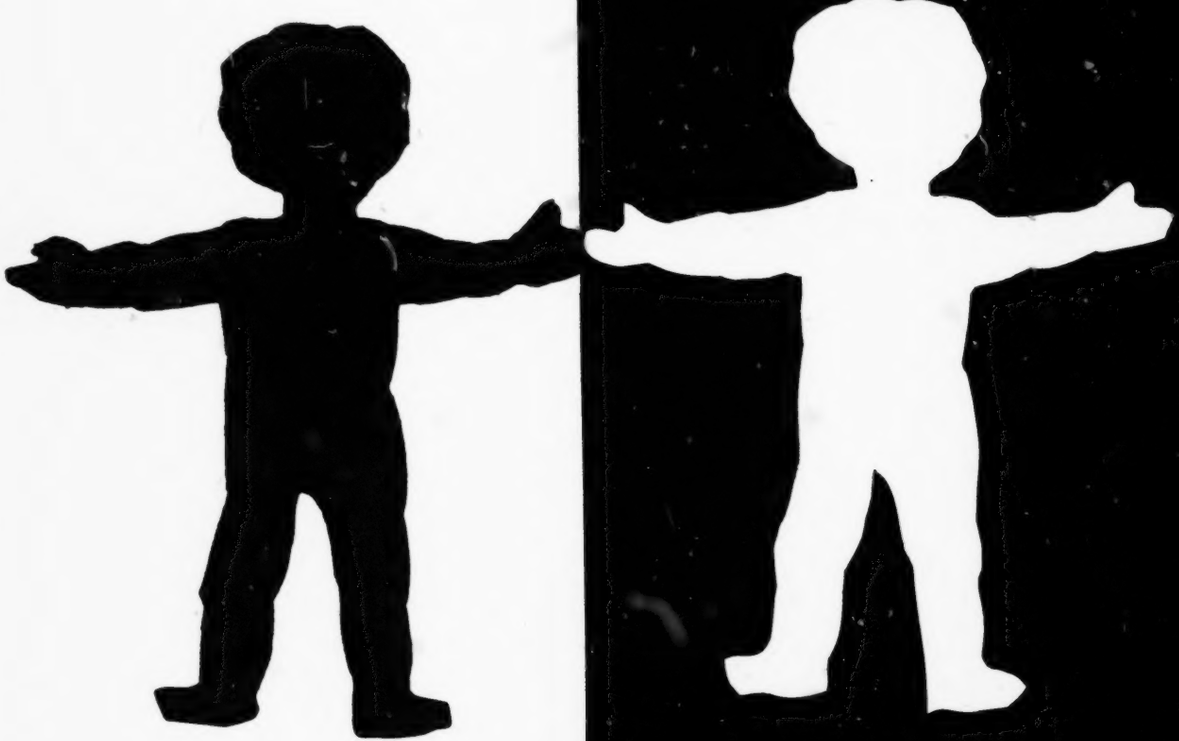
Resource Manual



Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

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WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

Gregory C. Coffin
Superintendent of Schools

Laval S. Wilson
Project Director

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THE BLACK SELF CONCEPT

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SUPERINTENDENT'S MESSAGE

When I spoke before Upsilon Chapter of Phi Delta Kappa last year, explaining our plan for school integration in District 65, one of the points emphasized was this: No matter what we do in the schools to teach our children about the contributions of the American Negro to the development of this country, no matter what we teach about the basic equality of man, too often it is all contrary to the direct exposure which boys and girls get. Whether you subscribe to John Dewey, or to one of the current high priests of education such as Jerome Bruner, you must still agree that true education is the result of both direct and vicarious learning experiences.

If all direct experiences are contrary to all vicarious experiences, it is not unreasonable to suppose that attitudes of boys and girls -- attitudes learned in the elementary grades -- are going to be shaped significantly by these direct experiences. The answer, then, is to enable the children to have positive early educational experiences, learning with and from each other.

In School District 65, the youngsters, teachers, administrators, general staff, parents and community have completed one year of districtwide school integration. Available evidence seems to indicate that we had a very successful year. For the first time in the lives of many people who live in this community, blacks and whites have interacted in meaningful ways. Young people have begun to develop mutual respect and appreciation for each other as individuals, without regard to skin color. Teachers have relearned the fact that children of whatever color are individuals with individual needs and abilities, and have worked toward providing for these both professionally and personally.

The districtwide in-service training programs we have had for the past two summers have assisted all teachers and students to understand better the content and the attitudinal aspects of integrated education. We feel that we have started on the long road to real integration, and we are glad to share with others some of the things we have learned. The materials resulting from the 1968 in-service work reflect much of what we have learned. We hope they will prove to be useful tools to others who share our goal of the best possible educational experiences for all our youngsters.

Gregory C. Coffin
Superintendent of Schools

FOREWORD

School integration is working in Evanston. If, though, you feel that I am attempting to indicate that we had a year of integration without problems, let me dispel that notion. Successful school integration is a hard, long, and difficult task. We did have problems last year. We will have more problems this year. But, the professional staff of District 65 is deeply involved in in-service training programs which will be of significant assistance to us as we attempt to overcome problems associated with quality, integrated education.

After one year of districtwide integration, it would seem helpful if all of our teachers in all of our schools were provided an opportunity to develop some common understandings about some crucial issues. Our colleagues who participated in the 1968 Summer Integration Institute have developed materials which will be helpful in sensitizing us to the significance of ten of these issues. The resource manuals and film shorts which were produced will be of tremendous value in making the rocky road of integrated education a very rewarding experience for the boys and girls about whom we care so much.

Laval S. Wilson
Project Director

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SECTION I

INTRODUCTION TO MATERIALS

DEVELOPING COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES

Background of the Evanston In-Service Training Program

In the fall of 1967, School District 65 of Evanston, Illinois, put into effect a district-wide integration plan. To implement the plan school attendance areas were redrawn for all of the district's sixteen elementary schools. In addition, the previously all-Negro Foster School was eliminated. The Negro students who would have attended Foster were reassigned to other schools on a percentage-of-enrollment basis. The building facility which was the Foster School is now an experimental laboratory school with voluntary enrollment from throughout the district. All Negro youngsters in District 65 are now attending school on an integrated basis.

In preparation for school integration, District 65 conducted an Integration Institute for more than 300 teachers and administrators during the summer of 1967. The purpose of that program was to assist educators to become more aware of the many factors associated with quality school integration. During the 1967-68 school year, teachers and administrators indicated the tremendous benefits they received from the 1967 Summer Institute.

By no means, though, did we feel that one institute solved for us all or even a majority of our integration problems. Successful

integration is a long process. Attitude changes are sometimes long in coming. We must work continuously at this difficult task. For the educators, upon whose shoulders a great deal of the success of school integration will rest, continuous assistance must be provided in solving integration problems.

Second Summer Institute

As we proceeded through the first year of our integration plan, the need for a set of common understandings concerning certain issues for all educators in the district became apparent. The 1968 Summer Integration Institute was created to meet this need. This Institute focused on developing some common understandings about some very crucial issues in a corps of educators from our school district. Ten such understandings were identified and studied during the institute. They were as follows:

1. Black Power and Its Effect on Racial Interaction
2. Common Prejudices of Negroes and Whites
3. Discipline Standards in Integrated Schools
4. Family Background and School Achievement
5. Grouping Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Race and Intelligence
8. Sensitivity to Interpersonal Relationships

9. The Black Self Concept

10. The Negro in American History

Resource manuals, Unipacs, and film shorts were developed for each of the ten issues. Ten small groups of five or six members each had the specific task of writing one Teacher Resource Manual, one Student Resource Manual, and several Unipacs. In addition, instructional consultants to the Institute made thirty-minute film shorts about each of the ten crucial issues. Together, the written materials and the films will serve as the basis for our district-wide in-service training program.

An Example of the Materials Developed During the Institute

Let us look at one set of materials developed during the Institute. As an example, let us look at the crucial issue entitled, The Negro in American History. The Instructional Consultants for this concept were Dr. John Hope Franklin and Mrs. Beatrice Young. Dr. Franklin made a major presentation to the participants of the Institute*. This presentation on the Negro in our history served as background information for all of the participants. Dr. Franklin and Mrs. Young then became consultants to just the six people who were to write the Teacher and Student Resource Manuals and Unipacs. Essentially, they elicited from the consultants all types of information which could be incorporated into

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* A two-hour film of Dr. Franklin's original presentation on The Negro in American History is available for distribution through School District 65.

the written materials. At the same time, the history group and the consultants discussed the content of a thirty-minute film short. Together they outlined the concepts which seemed most crucial for inclusion in the film short. The thirty-minute film short that Dr. Franklin then made was recorded on 16mm film and became the correlate to the Teacher Resource Manual -- The Negro in American History. These two items, then, will provide a great deal of content about the Negro in American history, resources to which one could turn for more information and specific activities which would be of assistance in becoming more knowledgeable about the topic.

Even though the above example is concerned with the crucial issue The Negro in American History, each of the ten manuals and film shorts was developed in a similar manner. Usually, more than one consultant was available to each writing group. This provided a tremendous amount of expertise for the ten groups as they began to formulate ideas for inclusion in their manuals.

A Description of the Materials and Suggestions for Their Use

We suggest that all members of a school staff be involved in this in-service training program from beginning to end. One of each of the ten crucial issues should be the focus of attention for each of the ten months of the school year. We are not suggesting, though, that the first week of each month or each Monday of a week be Negro history week or day. The ideas suggested in the materials can be most helpful to the teachers and youngsters if, once they have been introduced, they become an integral aspect of the daily activities of the schools.

Teacher Manual

The teacher's manual has been developed as a resource for aiding teachers and other adults to develop understandings about crucial issues.

This manual is sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided below:

A. Main Idea -- An overriding or general idea which has breadth and depth.

B. Sub-Idea -- Specific ideas which contribute to and make up the main idea. The objectives are built around these.

C. Behavioral Objective -- The specific measurable goal which will demonstrate knowledge of the main idea or sub-idea.

D. Content -- Subject matter which will assist in developing better understandings about the main idea and sub-idea.

E. Activity -- The procedures and methods which will contribute to and aid in achieving the behavioral objective.

F. Bibliography -- Includes references to books, periodicals, poems, writings, records, tapes, and speeches pertaining to the main idea and sub-ideas.

Film Short

The film short is a thirty-minute presentation about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manual

Each student manual is similar in format to the teacher manual. The content section, though, has been deleted from this manual. Even though this manual is entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual have been worded in student language for the student manual. In this way, the teacher can integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concepts into those appropriate for students.

Unipac

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the Institute focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The teacher section provides her with the necessary information to help each child work independently with his Unipac.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Even though our Unipacs were developed as self instructional materials, consideration must be g' en to the skills and maturity of each student. Therefore, some 8th grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, kindergarten or first grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As we implement the in-service training program, the representative(s) from your building should be invaluable as a resource. Although each manual and Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

Summary

The film shorts and teacher manuals are geared to furthering the understandings of teachers or other adults about crucial integration issues. Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various

lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

Specific Suggestions for Implementing the In-Service Training Program

1. All members of a staff should participate in the in-service training program. In general, a staff should focus on developing understandings about one crucial issue a month.

2. A regular meeting date should be designated and a series of meetings should be scheduled. As a minimum, we suggest one general meeting a month of an hour and a half in length. The purpose of the meeting should be the development of teacher understandings about a particular crucial issue.

   Within two weeks, this meeting should be followed by a second one of an hour. This meeting should be used for small group discussions, department discussions, or subject area discussions, to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.

3. Each participant should be provided a copy of the teacher and student manuals about the crucial issue to be studied prior to the first time the group is to meet. This will provide an opportunity for each participant to become fairly familiar with the material so that he can be an active discussant during the meeting.

4. The film short should be shown at the beginning of the first meeting.
5. A chairman, or discussion leader, should be designated to keep discussion moving in a fairly orderly manner.
6. After viewing the film, the following should occur:
   A. Discussion in large group.
      1. Relate film ideas to teacher manual.
      2. Clarify concerns raised about Main Idea, Sub-Ideas, Behavioral Objectives, Content, and Activities.
      3. Attempt to get participants to express and discuss their true feelings.
   B. If your staff is too large to accommodate meaningful discussion in one large group, break into two or more smaller groups of no more than fourteen in a group.
7. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the in-service training materials.
8. Discussion about the use of the Unipac and methods of implementing the crucial issues with the students should be undertaken at the second meeting.
9. The Unipacs which were written to accompany a manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
10. Provide the opportunity on an ongoing basis for the crucial issues to be an important aspect of the classroom learning of each student.

Concluding Remarks

The implementation of this in-service training program will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that your participation in this program will be a rewarding experience for you and all of your youngsters.

In June, we hope you might indicate a feeling similar to that of one of our Institute participants. "I have never worked so hard in such a short time. The experiences have been frustrating, rewarding, and enriching. An extremely valuable experience in personal and intellectual growth."

SECTION II

TEACHER RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Teacher Resource Manual. After this summary page each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective, Content, and Suggested Activities.

Introduction

Everyone has an image or a concept of himself as a living being. Each person has an image of his physical and his psychological self. Often these self-constructions that a person holds of his two images are inaccurate. In other words, the beliefs a person holds of his abilities, weaknesses, and physical and social attractiveness are seldom assessed in the same way in the holder's and beholder's eyes. This self is a social product. It is slowly constructed from others' actions toward one's self. In this sense, it can be said that one is taught about himself by others. These are findings enough to have proven the theory that the self-concept an individual holds is learned from interaction with others.
(M. M. Helper, "Parental Evaluations of Children's Self-Evaluations," Journal of Abnormal and Social Psychology, Vol. 56, March 1958, No. 2, pp. 190-94).

The public school must help the child develop an adequate self-concept so that he can find satisfaction for his basic needs in socially approved ways, and relate in positive ways toward others who differ from him in race, religion, socio-economic level, nationality, or style of life. The traditional skills of reading, writing, and arithmetic are no longer enough. "Human relations skills" or the ability to relate to people who differ are also essential in the heterogeneity of American democracy.
(Donald Bouma and James Hoffman, The Dynamics of School Integration, pp. 78-96).

THE BLACK SELF-CONCEPT

MAIN IDEA: Enlightened self-interest demands a re-evaluation and reformation of black and white self-concept.

Sub-Ideas:

I. The attitudes of teachers and those fostered by the school play a vital role in implementing and improving self-concept.

II. An appreciation of one's own abilities, as well as one's differences from those of others, must be developed.

III. Skin coloration should not be used as a standard for judging good and evil or social destiny.

IV. A realistic knowledge of one's cultural history is a prelude to a positive self-concept.

V. The family and the community shape the self-concepts of the black and white student.

SUB-IDEA I:

The attitudes of teachers and those fostered in the school play a vital role in implementing and improving self-concept.

BEHAVIORAL OBJECTIVE 1:

Given a situation in which the children are freely allowed to evaluate the teacher, the teacher should be able to identify and improve those areas of the classroom not contributing positively to a good classroom climate.

C O N T E N T

The teacher must engender a threat-free climate where every child feels accepted and can experience success. A positive self-concept can be fostered by avoiding embarrassment of students and through giving reassurance to every child. The teacher should be calm, flexible, and cognizant of each child's needs and provide activities to meet them.

A teacher must be aware of his feelings about himself. He must know how he feels about children, particularly black children.

The teacher establishes the emotional climate of the room. When the teacher is aware of his limitations and abilities, he will be more likely to understand the effect on the children, both in his actions and in his organization of the room.

For more detailed information, see the Suggested Bibliography, p. 47.

Suggested Activities:

1. Complete this checklist and then distribute it to your class. Compare their answers and yours.

CHECKLIST FOR HEALTHY CLASSROOM CLIMATE

	YES	NO
a. I have tried to make each child feel accepted.	___	___
b. I have tried to make each child feel he is a part of the group.	___	___
c. I have tried to provide experiences in which each child can succeed. (This should be recognized by peers and teachers.)	___	___
d. I have provided opportunities for freedom of choice in order to promote acceptance of responsibility.	___	___
e. I have tried to instill a feeling of trust between myself and the children.	___	___

	YES	NO
f. I have tried to be consistent in discipline and in what I expect from the children.	___	___
g. I have tried to be fair.	___	___
h. The physical environment of the room stresses contributions from all ethnic groups.	___	___

If there is a "NO" answer, you need to identify the problem area or the personality conflict and the children involved -- then attempt to evaluate your relationship with those children, change it, and take positive action.

2. When a student's creative writing or art involves a description of you, evaluate their work in terms of your own self-concept.

3. Listen to the tape LB 1025. It is a series of documentary lectures which are designed to promote understanding of advancements in today's teaching methods. See National Audio Tape Catalogue, p. 62. Set up teacher teams for self and group evaluation during the year.

4. Joseph E. Avent, in his book <u>The Excellent Teacher</u>, lists the following attitudes to be achieved by the teacher in the classroom. Do you agree?

   a. Love of children
   b. Interest in children
   c. Friendliness with children
   d. Courtesy to children
   e. Appreciation of children
   f. Sympathy with children
   g. Consideration for and fairness to children
   h. A willingness to study children
   i. A willingness to learn from children
   j. Respect for pupils
   k. Consideration for variant children
   l. The attitude of friendly counselor
   m. Attitudes toward the class:
      1) at ease with class
      2) the cheerful attitude
      3) regarding the room as a miniature society

   Attitudes to be <u>avoided</u> or <u>changed</u>:

   a. Indifference
   b. Unfriendliness
   c. Disdain toward children of low I.Q.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 2:

After studying various types of prejudice and analyzing the results of prejudice, the teacher should be able to identify and at least begin to remedy his own prejudices.

C O N T E N T

See the manual "Common Prejudices of Negroes and Whites."

Suggested Activities:

1. Conduct a panel discussion concerning common prejudices. See the manual on "Common Prejudices of Negroes and Whites."
2. Work with a student committee to evaluate the school in regard to prejudice.
3. Construct a sociogram of teachers by fellow teachers, and/or a principal's report card filled out by teachers.
4. View and discuss some of the movies and film strips indicated in this manual on page 48.
5. Read and discuss the books and periodicals listed on pages 46-48.
6. Study how the teacher's personality affects learners. Read Don E. Hamachek, Motivation in Teaching and Learning, pp. 9-10.
7. Take time to listen to children and incorporate their ideas in your teaching plans.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 3:

Given opportunities for in-service training, the total faculty should examine its influence on the student's self-concept and take definite steps to create positive student self-concepts.

C O N T E N T

Schools and other social institutions influence the Negro self-concept. The teacher is an agent of an institution of socialization and his attitude toward the child greatly influences the child's self-concept.

Respect and love must be part of the intangibles in education, revealing the intellectual and social tones of the school. The climate is produced for the most part by the teachers and those who epitomize leadership and guidance. An overly authoritarian personality, especially the principal, has a damaging effect on teachers and pupils. He not only limits the creativity of teachers and pupils but also teaches children that this is an acceptable manner of behavior. Love and respect are "caught and not taught."

The school must respect children who are culturally different and provide learning experiences that are relevant to their background. Too often the culturally different child feels left out and is compelled to reject things of his sub-culture in order to gain acceptance. This often results in discipline problems and dropouts who cannot adapt to the middle-class orientated schools.

Stereotyping children robs teachers of true understanding of them, and thus impoverishes both. Preconceived notions of children's expectations definitely limit the child's ability to achieve. Dr. Cohen fully developed this point in his speech on 7-3-68.* Teacher expectation greatly affects the achievement of students.

Many teachers, because of prejudice, are more apt to expect different achievements from children of differing skin color.

Teacher Expectation

Studies show that a student's learning and motivation for school may be more closely related to his perception of our expectations for him than we think.

The Negro child will respond according to his perceived role. He is too often expected to be slow in school, docile, and inferior.

Research indicated that when teachers have a low expectation level for their children, the learning seldom exceeds the expectation. (Robert Rosenthal, Pygmalion in the Classroom, 1967, N.Y.)

See also Teacher's Manual "Common Prejudices of Negroes and Whites."

* Summer In-Service Training Program

Suggested Activities:

1. Conduct institute work shops and in-service training programs to sensitize teachers in human relations.

   a. role-playing
   b. consulting with resource people
   c. visiting schools within and out of the district

2. Observe methods used by other community agencies in human relations.

3. Conduct a problem census among faculty and students dealing with human relations.

4. Organize a school library shelf for teaching integrated classes. Include teaching aids and references.

5. Evaluate the school's textbooks. Do they include contributions of minorities?

ADD YOUR OWN ACTIVITIES

Recently a few Negroes have begun to consider a plan that could meet some of the practical needs, as well as the spiritual and psychological needs, of the Negro community. In Cleveland, New York, Los Angeles and some smaller cities new leaders are emerging who propose to increase Negro cohesiveness and self-respect through self-help enterprises called cooperatives. These cooperatives seek to reconstruct slums or operate apartment buildings and business while providing goods and services at fair prices.
(Floyd B. Barbour, The Black Power Revolt, pp. 82-83.)

In Chicago, Operation Breadbasket, an arm of SCLC, under the leadership of Rev. Jesse Jackson, has negotiated agreements with food chains, soft drink firms, and dairies to open some 2,000 jobs to Chicago Negroes. These jobs have provided more than $15 million in annual income. In addition, the campaign has opened markets for the products of 16 black businessmen in chain stores. Heretofore, doors which had been closed to Negro-owned services have been opened. Even a Bank-In movement to strengthen predominately black financial institutions has been launched.
(David Llorens, "Apostle of Economics," Ebony, (special issue), August, 1967.)

In Louisiana a sweet potato cooperative has been formed. Farm laborers have bought land and are working it jointly and selling the produce for their own benefit. The cooperative now has 375 black farmers. So successful has it become that 15 white farmers want to join the organization.
(Floyd B. Barbour, The Black Power Revolt, p. 180.)

Suggested Activities:

1. Structure and carry on a meaningful and positive discussion with your students concerning the need for Black Power.

2. Assign role-playing situations to your students. To assist them, it is necessary for you to list on the board the areas of exploitation of the Negro that the students remember from your discussion. Such areas might include: unemployment, underemployment, job discrimination, high rents, price-gouging merchants, higher food prices, and poor quality products.

ADD YOUR OWN ACTIVITIES

Suggested Activities:

Use Chart A to construct a profile for each individual student. Ask the school psychologist, social worker, or counselor to assist in collecting and analyzing the data in these activities. The data will be valueless unless they are properly interpreted.

CHART A

Division I

1. How intelligent is he?

Feeble-minded	Dull	Equal of average child on street	Bright	Brilliant
(5)	(4)	(3)	(2)	(1)

Division II

2. Is he slovenly or neat in personal appearance?

Unkempt, very slovenly	Rather negligent	Inconspicuous	Is concerned about dress	Fastidious, foppish
(5)	(4)	(2)	(1)	(3)

Division III

3. Is he quiet or talkative?

Speaks very rarely	Usually quiet	Upholds his end of talk	Talks more than his share	Jabbers
(3)	(1)	(2)	(4)	(5)

Division IV

4. Is he easily discouraged or is he persistent?

Melts before slight obstacles or objections	Gives up before adequate trial	Gives everything a fair trial	Persists until convinced of mistake	Never gives in, obstinate
(5)	(3)	(1)	(2)	(4)

(Don C. Dinkmeyer, Child Development -- The Emerging Self, p. 53.)

BEHAVIORAL OBJECTIVE 2:

Given a group of students, the teacher should try to understand each child's goals and self-concept.

C O N T E N T

The self-concept and the life style, then, are the keys to personality.
(Don C. Dinkmeyer, Child Development -- The Emerging Self, p. 184.)

Environmental management varies for each child because of the unique self concepts he meets in those about him. In every relationship new meanings develop for all concerned. Frequently one observes children performing what appears to be identical acts for the teacher and receiving varied recognition. The teacher, justifiably, has a different set of expectations for each child in her room. However, each child must come to know the things that will bring him acceptance, security, and a feeling of belonging.
(Ibid., pp. 191-92.)

Suggested Activities:

1. Ask the school psychologist, social worker, or counselor to assist in collecting and analyzing data to be collected in Activities 2 and 3. The data will be valueless unless they are properly interpreted.

2. Use the form "Sentence Completion, page 32 of this manual.

3. Complete the questionnaire "I Am a Person Who," pages 33 and 34 of this manual.

ADD YOUR OWN ACTIVITIES

CHART B: SENTENCE COMPLETION

1. Nothing makes me more angry than _____.
2. What people like most about me is _____.
3. I feel bad when _____.
4. I'd like to have my picture taken when _____.
5. People think of me as _____.
6. What gets me in trouble is _____.
7. I think of myself as _____.
8. People who tell you what to do _____.
9. I am happiest when _____.
10. I can't _____.
11. I am nervous when _____.
12. I feel afraid when _____.
13. I like _____.
14. I wish _____.
15. My greatest worry _____.
16. I think my future _____.
17. My ambition _____.
18. The kind of animal I would most like to be _____.
19. The two most beautiful things I've seen _____.
20. I'd like to know _____.

(Don C. Dinkmeyer, Child Development -- The Emerging Self, p. 411.)

CHART C: I AM A PERSON WHO

I am a person who		very much like me	a little like me	not like me
1s.	has many friends.	____	____	____
2d.	needs a lot of help.	____	____	____
31.	has trouble going to sleep at night.	____	____	____
4a.	usually does well in school.	____	____	____
5s.	likes to play alone rather than with other children.	____	____	____
6a.	shows I am bothered when I lose a game.	____	____	____
7n.	is sick a lot.	____	____	____
8a.	always gets my way.	____	____	____
91.	feels I have to figure out my own problems.	____	____	____
10a.	is often tired during the day.	____	____	____
11a.	is good at a lot of things.	____	____	____
12s.	always likes to decide what to do when we play.	____	____	____
131.	has a mother and a father who are as nice as the parents of my friends.	____	____	____
14n.	usually feels well.	____	____	____
15s.	always likes to let other people decide what to play.	____	____	____
16a.	can't do anything very well.	____	____	____
17s.	likes to sit and daydream.	____	____	____
18s.	thinks that most people treat me fairly.	____	____	____
19n.	feels that something bad will happen.	____	____	____
20a.	doesn't cry much.	____	____	____
211.	is punished a lot for little things.	____	____	____
22a.	is usually full of pep and energy during the day.	____	____	____
231.	often gets my feelings hurt.	____	____	____
24a.	usually has a lot of fun.	____	____	____
251.	would like to do more things with my family instead of with friends.	____	____	____
26s.	feels that people like me as well as they should.	____	____	____
27d.	likes to work by myself.	____	____	____
28s.	thinks that other people are hard to get along with.	____	____	____
291.	would like to do more things with my friends instead of with my family.	____	____	____
301.	feels that my parents think I am all right.	____	____	____
31s.	finds that other people are usually friendly.	____	____	____
32s.	likes to be busy doing things.	____	____	____

		very much like me	a little like me	not like me
331.	has parents who don't understand me.	____	____	____
34s.	gets along best when I pay attention to other people's feelings.	____	____	____
35a.	seldom does well in school.	____	____	____
36a.	gets angry easily.	____	____	____
37d.	finds it easy to play by myself when I have to.	____	____	____
38s.	doesn't pay much attention to the feelings of other people.	____	____	____
39a.	doesn't get angry very often.	____	____	____
40d.	feels I have trouble because other people don't help me.	____	____	____

(Don C. Dinkmeyer, Child Development -- The Emerging Self, pp. 412-413.)

BEHAVIORAL OBJECTIVE 3:

At all times, and in all places, the teacher should remember and abide by a professional code of ethics.

C O N T E N T

Thou shalt not talk about your students except to qualified personnel -- and then only if that individual is directly involved with the student.

Thou shalt not gossip about your fellow professionals.

Suggested Activities:

1. Re-read the IEA Code of Ethics.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 4:

Given a black and white faculty, black staff members will share their definition of Black Power and black supremacy, facilitating realistic self-concepts on the part of all.

C O N T E N T

See the "Black Power and Its Effect on Racial Interaction" manual.

Suggested Activities:

1. Have a round table discussion lead by a Black Power group.

2. View the film of the speeches made by Chambers, Jackson, and Wright at the Summer Institute, 1968.

3. Ask a social worker to serve as a resource person to present at least one lecture on self-concept to the faculty.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Skin coloration should not be used as a standard for judging good and evil or social destiny.

BEHAVIORAL OBJECTIVE 1:

Given the information and facts, the teacher should be able to relate the cause of skin color to each child he teaches.

C O N T E N T

If you discriminate against me because I am uncouth,
I can become mannerly.
If you ostracize me because I am unclean,
I can cleanse myself.
If you segregate me because I lack knowledge,
I can become educated.
But if you discriminate against me because of my color,
I can do nothing; God gave me my color.
(Albert Hatcher, "Negro Youth and College,"
The New Republic, Nov. 9, 1942)

Unfortunately, skin coloration has been used as a standard for judging good and evil and determining one's social destiny in this country. The self-concept of the Negro has been influenced by the color-caste system that exists in our country.

Before we can realistically build a positive concept for the Negro children, we must first explain to black and white children the causes of skin coloration.

They should understand that skin coloration is not the result of luck or misfortune, but the result of a combination of genetic and environmental factors. They should understand that there is no superior or inferior skin color.

They should understand that the color of one's skin is not a valid means of determining one's character or role in society.

The origin of equating good with white and evil with black starts with the philosophies of Manes, Zoroaster, and St. Augustine.

Manecheism was founded by Manes (216-276 A.D.). This philosophy preached that the world originated in a mixture of light and darkness. The light symbolized goodness and the darkness symbolized evil. Man's soul came from the Kingdom of Light and his body came from the Kingdom of Darkness. Only through wisdom could man's soul escape the dark prison of his body. The world continues to be a struggle between light (goodness) and darkness (evil).

Manecheism is similar to the Persian religion of Zoroastrianism which was founded by Zoroaster in the 7th century B.C. This philosophy of dualism was introduced into Christianity by St. Augustine, who in his youth was a follower of Manes. Thus, our American culture is permeated with a black and white dualism.
(cf. "Index," The New Book of Knowledge, p. 571.)

All living things are made of chemicals that influence their color. Carrots are orange because they contain carotene. Grass is green because of chlorophyll. Some fruits are yellow because of the substance xanthophyll, which is quite evident in the fall. Blood is red because of the hemoglobin in the red blood cells.

The main pigment in skin, hair, and eyes is called melanin. The word melanin comes from the Greek word melas meaning black. Melanin is formed in pigment cells called melanocytes. All people have about the same number of melanocytes in their skin.

Most people of northern Europe, Asia, and North America have light skin because they are born with less tyrosinase, a chemical that is needed to form melanin igment.

People of Africa, South Asia, and India have darker skins because of the bright rays of the sun and of the high content of melanin in their skins. Melanin acts as a protective shade from harmful rays of the sun.

Freckles, which appear on the skins of lighter races, also are caused by melanin and may result from exposure from the sun. Moles or nevi are dark spots in the skin that contain melanin.

Contrary to popular belief, Indians do not have red skin and Asians do not have yellow skin; their skin is brown because it contains melanin.

The color of our skin is determined largely by the number of melanin cells we have and where we live.

For more detailed information, see the manual "Race and Intelligence."

Suggested Activities:

1. Read Red Man, White Man, African Chief, by Marguerite Lerner for an explanation of skin coloration.

2. Read the philosophy of Manes and Zoroaster on the concept giving the information on the origin of negative concepts of black and white and their relation to good and evil.

3. Read the poem "What Shall I Tell My Children Who Are Black" (see page 60 in student manual) to gain insight on the significance of the word black in our society.

   a. Note the negative connotations of "black" cited in the poem.
   b. Note the positive connotations of "white" in the poem.

4. Provide positive examples of black to engender a feeling that "Black Is Beautiful."

5. Study the Manechian influence in the American racial problem.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

A realistic knowledge of one's cultural history is a prelude to a cultural awareness and positive self-concept.

BEHAVIORAL OBJECTIVE 1:

Given the Black History Curriculum Guide, the teacher should structure the classroom environment to reinforce these positive ideas of the black man's contributions to his society on at least ten separate occasions.

C O N T E N T

Jersild defines self-concept as "a person's conception of who and what he is." A child discovers who he is by his interaction with others. He discovers what he is by studying his race's contributions to his cultural heritage. A race's contributions are taught both by direct presentation of history and by the indirect, yet extremely effective propaganda on bulletin boards, in magazines, movies, and all other resources used by the teacher and the entire society.

If we are to develop positive self-concepts in our black children, we must teach them about the black man's role in our cultural heritage. We must remember that omission teaches. If we omit the black people from our history, from our resources, and from our references, we are teaching that as a race they are not important. Thus, we say to that child, that he as a black child is not important.
(William Kvaraceus, Negro Self-Concept.)

Knowledge of the black man's cultural heritage is essential to children of other ethnic groups also. In order to build a more positive self-concept, the black man's contributions must be put in their proper perspectives so that other children will be able to relate to black children in a healthy, positive manner.

See "The Negro in American History" manual.

Suggested Activities:

1. Celebrate black heroes' birthdays along with those of Abraham Lincoln and George Washington. Some suggestions are:

   Benjamin Bannecker, mathematician and inventor
   Charles Drew, scientist and surgeon
   George Washington Carver, scientist
   Martin Luther King, Jr., minister and SCLC leader

2. Preview all resources and delete from your plan those which present false concepts of black people (black people always are servants, etc.) or that omit the role of black people in our cultural heritage.

3. Invite black resource people to your classroom so that they may reinforce the positive self image and show that black people can succeed in business, education, art, etc. These people serve as positive models and help balance the distorted view of black people that our society teaches. (See Directory of Resource People, pages 43, 44, and 45.)

4. To counter-balance the picture of shooting and robberies by blacks that are exploited on the front page, select news articles for the current events bulletin board showing black people succeeding in various facets of life.

5. Read, and suggest that your students read, black newspapers and magazines such as Chicago Daily Defender, Jet, Ebony, along with Life, Look, the Sun-Times, etc.

6. Promote a "Yes I Can" program within the classroom. Point out models of Negro achievement.

7. Point out Negro achievement in the various subjects.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

The family and the community shape the self-concepts of black and white students.

BEHAVIORAL OBJECTIVE 1:

After attending a meeting guided by a counselor or social worker, the teacher should assist the parents so they can respond openly to the teacher's presentation on self-concept.

C O N T E N T

Refer to the "Family Background and School Achievement" manual.

Suggested Activities:

1. Visit students' homes at a previously arranged time.
2. Invite parents to visit the classroom at any time.
3. Invite members of the community to visit the school or have an open house for the community.
4. Invite all parents to participate in class activities -- art, science, field trips, cooking demonstrations, etc.
5. Have a pot-luck supper for upper-grade children and parents. The parents will get to know the teacher as a person and will get to know each other.
6. Publish a school newspaper to send home monthly so that parents will be aware of interesting classroom activities. Each classroom should have a reporter.
7. Invite community resource people to your classroom. (See Directory of Resource People, pages 43, 44, and 45.)
8. Conduct community education activities to stimulate support and understanding of human relations.

ADD YOUR OWN ACTIVITIES

DIRECTORY OF RESOURCE PEOPLE

Birch, Jack: United Electrical Radio and Machine Workers -- labor leader. 37 South Ashland, FI 5-3691, TA 9-8305. Notice -- minimum of 2 weeks. Available after September, but not on 3rd Tuesday of the month. Factory workers -- 23 years. Chicago-organized contracts, wage rates, daily servicing, strikes.

Clay, Jody: Jody's Valet Shop, 1229 Emerson, 475-9777. Notice -- 2 weeks. Feels comfortable with all ages.

Gaskin, Albert: Gaskin Real Estate and Insurance Company, 1229 Emerson, UN 9-1669. Notice -- 2 weeks. Feels comfortable with any age.

Gogging, Richard: Security Officer Evanston Township High School. Prefers to visit on Junior High School level only. Other interest or experience: Captain Army Reserve, owned a restaurant for 2 years, was on the police force.

Hagwood, Mrs. Julia Anne: Y.W.C.A. (Financial Secretary). 1224 Fowler, UN 4-8445. Notice -- 3 weeks. Prefers primary or middle grades. Never available on Monday, Tuesday, or Friday. Other interests: church school counselor, general secretary-Methodist Foundation at Northwestern, lived in Alaska 14 months.

Harvey, Mrs. James A.: Consultant for Metropolitan Life Insurance Co., UN 4-2349.

Hicks, Captain: Lake Street Fire Station. GR 5-7300. Notice -- 1 or 2 weeks. Will talk to any class in the elementary school.

Hutchinson, Mr.: Perfect Touch Barber Shop, 1613 Emerson. Shop is open Tuesday through Saturday. Monday is the best day for him to come. Prefer 1 week notice. Feels comfortable with all ages.

Johnson Products: (hair and face), 8522 S. Lafayette, 483-4100. Notice -- 1 week. Tour times 9:30 and 1:00 with guide. Go through the laboratory, canning, manufacturing, etc. Resource people to school -- model, Miss Barbara Thomas, 483-4100.

Johnson Publications: (Ebony, Jet, Tan, etc.), 1820 S. Michigan, CA 5-1000. Notice -- 2 weeks. Tours of offices, including guide, takes 1 hour. Not more than 45 in one group. Picture pack of youngsters in school, at play, famous Negroes past and present.

Jones, Mr. George: Co-owner of Joe Lewis Milk Co. 4455 S. Park, Chicago. Notice -- 10 days. Available on weekdays. Other activities: Vice President of Seaway National Bank, Chairman of Chicago Conference on Religion and Race, involved in Operation Breadbasket; parents were sharecroppers.

Keith, Alvin: Podiatrist. 2300 Dempster, DA 8-8224. Available on Tuesday or Thursday mornings. Feels comfortable with all ages. Notice -- 3 weeks. Other interests: Illinois Delegate to National American Podiatry Association, Board of Directors, Illinois Podiatry Society, Past President Zone 1 of Illinois Podiatry Association and Cook County Podiatry Study Group, Program Co-ordinator of Podiatry Aide Program.

Lawson, Dr. Don: Optometrist. 2424 Davis, NO 7-6363. Notice -- 1 month. Available Wednesday. Other interest: Chairman of Health Education Committee of the Evanston North Suburban Committee for an Urban League.

Logan, Lt.: Police Station on Elmwood; should have at least 1 week notice.

Moss, Jack: Grocer, 1613 Emerson, GR 5-9755. Can contact at any time. Will visit or you can bring class for field trip. Feels comfortable with all ages.

Searles, Captain: Lake Street Fire Station, GR 5-7300. Notice -- 1 week. Will talk with any grade.

Seaway National Bank: Contact Mr. Linyard, 645 E. 87th, 487-4800. Tours except Wednesday and Saturday.

Supreme Life Insurance Company: Contact Mr. J. S. Morning, 35th South, KE 8-5100. Notice -- 1 month. Group less than 50. Tours include offices, and data processing. Resource people for visiting available.

Thomas, Bill: Personal Executive, Honeywell Co. (Labor Relations). 345-1164. Notice -- 1 week. Other experience: Taught at Webster, Upper grades; drove "El"; worked for Seally; born and raised on Chicago's West Side.

Turner, James: African History Graduate Student at Northwestern. 920 Main Street, 864-9375. Notice -- 1 week. Other Interests: New Nation Development in Africa; Black Power; Urban Politics; Urban crisis.

White, Patrolman Henry: Police station on Elmwood. Notice -- 1 week or more. Feels comfortable with all ages.

Young, LeRoy: Electric Co., Inc., 915 Foster, 475-0902. Notice -- 3 days. Will come any day of week. Feels comfortable with all ages. Other interests: Owns currency exchange at 1703 Simpson, 869-6737, President of governing board for West Side Service Center.

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p. 9 -- Teacher Personality and Teacher Interaction Styles

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Films

"The Victims" -- 52 minutes	Call
"The Toymaker" -- 15 minutes	Contemporary Film Co.
"Heritage" -- 9 minutes	Anti-Defamation League of B'nai B'rith
"The High Wall" -- 32 minutes	3115 Lexington Avenue
"To Live Together" -- 30 minutes	New York, N. Y., 10016

SECTION III

STUDENT RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Student Resource Manual. After this summary page, each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective and Suggested Activities.

THE BLACK SELF CONCEPT

MAIN IDEA: Enlightened self-interest demands a re-evaluation and reformation of black and white self-concept.

Sub-Ideas:

I. The attitudes of teachers and those fostered by the school play a vital role in implementing and improving self-concept.

II. An appreciation of one's own abilities, as well as one's differences from those of others, must be developed.

III. Skin coloration should not be used as a standard for judging good and evil or social destiny.

IV. A realistic knowledge of one's cultural history is a prelude to a positive self-concept.

V. The family and the community shape the self-concepts of the black and white student.

SUB-IDEA I:

The attitudes of teachers and those fostered by the school play a vital role in implementing and improving self-concept.

BEHAVIORAL OBJECTIVE 1:

Given an open-ended story concerning a child who has been severely rejected or feels unimportant, you should be able to write or sketch the conclusion and show how the rejected child sees himself.

Suggested Activities:

1. Do a montage of people in every aspect of life. Show various facial expressions; in particular, stress the need to be loved and respected.

2. Present the play, "The Lonely Abalonian." Write another conclusion to "The Lonely Abalonian." Use class discussion, group writing, a tape recording or a teacher's helper.

3. Role-play a situation in which a child approaches a new school. Try to imagine various ways in which he could be received.

4. Use the Bank Street Reader 2-2 containing the story "My Name Is Not 'Hey You'" on p. 12, to discuss the feeling of a rejected child.

5. Write your own book patterned after the Schultz books:

Happiness is	Importance is .....
Loneliness is	Respect is .....
Emptiness is	Freedom is .....
Rejection is	

6. Complete the checklist for a healthy classroom (See teacher's manual). Do not sign your name.

7. Do the Unipac "Are You Afraid?" by Edna Tockman.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 2:

After observing all of the teachers in your building, you should be able to show in writing or in a drawing, the characteristics of teachers that you feel are "good" or "bad" teachers.

Suggested Activities:

1. Elect a member of your class to act in the place of your teacher for one hour (or class period). He should teach at least one lesson. At the same time, he must maintain the appropriate discipline necessary for a learning situation, and he must be completely fair in his dealings with all students. All students, except the "teacher," must evaluate the class.

   Note to the "teacher": If you are lecturing, you will want absolute quiet in the room. If you are conducting seminars or discussions, you must allow for noise, but it must be kept at a level where all groups can function properly. Of course, if you are conducting seminars, you must be certain that all students have equal opportunity for discussion. If you are supervising an independent study center, you must allow for different kinds of "disturbances" (students talking, moving around, etc.), but you must be sure that each student has the opportunity to accomplish his present goal. In short, the "lecture" type of class is really the simplest -- but not always the most effective.

   Note to the students: Read the "Note to the Teacher"! Now that you know what was expected of the class, check your answers to these questions.

   a. The noise level in the class was: _____O.K.,_____too loud, _____too quiet.
   b. The teacher "got the point across" in the lecture: _____fine, _____didn't succeed, _____not relevant.
   c. In my seminar I: _____didn't get to talk, _____talked too much, _____talked just enough, _____not relevant.
   d. My independent study time was: _____wasted because it was too noisy, _____restricted by the "teacher," _____ beneficial, _____not relevant.

   Write a short paragraph explaining how you would have conducted the classroom.

2. Write ten suggestions for teacher improvement. Use the format, "If I were a teacher in this room..."

3. Draw a picture of your teacher.

4. Draw a picture of your teacher and yourself together.

5. Write "What I Like About My Teacher," and "What I Don't Like About My Teacher."

6. Do the Unipac "Not All Teachers Are Alike" by Ida Downs.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

The concept of Black Power may be threatening to the white power structure.

BEHAVIORAL OBJECTIVE 1:

Given two articles from newspapers or magazines, you should be able to discuss which article shows the positive value of Black Power and which shows an emotional reaction to the threat of Black Power.

Suggested Activities:

1. Read two or more newspaper or magazine articles about Black Power which your teacher assigns. Be prepared to discuss these questions with the class:

   a. What positive value does Black Power have?

   b. Which, if any, of the articles might cause parts of the white and black communities to react violently against the Black Power movement? What causes that reaction?

   c. Which of the articles shows Black Power as a non-fearsome, constructive force?

2. Do the Unipac entitled "Power to Black Power" by Marge Wheeler.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Skin coloration should not be used as a standard for judging good and evil or social destiny.

BEHAVIORAL OBJECTIVE 1:

Without using your notes, you should explain why your skin color is different from the skin color of other people.

Suggested Activities:

1. Do the Unipac "The Meaning of Differences in Skin Color" by Larry Head.

2. Read Red Man, White Man, African Chief by Lerner for an explanation of skin coloration.

3. Write down the beliefs of the philosophers Manes and Zoroaster.

4. We use color to describe things. Write several sentences using the word "black" in different contexts. Write several sentences using the word "white" in different contexts. Read the poem "What Shall I Tell My Children Who Are Black?" on page 60 of this manual. Have a discussion to decide if your usage of "white" and "black" contain value judgments.

5. Define "Manechian experience" and its influence on American culture. If you wish to give a report, please supplement it with visual aids (e.g., transparency, diorama, and/or pictures).

6. Read Who Do You Think You Are? by Lerner for an explanation of skin coloring.

7. Read "The Beautiful Black Princess" (Bank Street Reader 2-2, p. 171). Now, discuss the idea of beauty.

8. Read Bright April by M. DeAngeli (6-8).

9. Read and discuss The Strange Story of Oliver Jones by Jack Korshak (elementary).

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 2:

After participating in "discrimination days," you should be able to describe in writing and orally how you reacted to being arbitrarily discriminated against.

Suggested Activities:

1. Hold a "discrimination day" which is simply a day during which all students who exhibit a certain physical characteristic (e.g. blue eyes) are not allowed to participate in specified activities (e.g. enter through the front door).

   a. With the assistance of your teacher, decide who will be discriminated against, and what the discriminating practice will be.
   b. Designate a "discrimination day" and participate in it.
   c. On the day following the "discrimination day," each discriminated student should describe in writing how he reacted to being arbitrarily discriminated against.
   d. Repeat activities a-c, allowing the discriminated students to reverse roles.
   e. Have small-group discussions, expressing your reaction to being discriminated against.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

A realistic knowledge of one's cultural history is a prelude to a positive self-concept.

BEHAVIORAL OBJECTIVE 1:

Given factual information about black contributions to American culture, you should be able to list 5 contributions within the school community that Negroes have produced.

Suggested Activities:

1. In the "Health and Safety" unit or the "Transportation" unit, study the development of the first automatic STOP SIGNAL, stressing the inventor, Garrett Morgan. This signal was the forerunner of the STOP SIGNAL which we use today.

2. Have a group discussion of shoes...stressing the importance of the "lasting machine" invented by Jan Ernest Matzeliger.

3. Make Kool-aid in your classroom. Note the importance of sugar refining and the role Norbert Rillieux played in its development.

4. Take a field trip to the Provident Hospital to see the personal medical instruments used by Dr. Daniel Hale Williams. Read Dr. Dan, Pioneer in American Surgery, by Helen Buckler.

5. Construct a "Products of the Peanut" bulletin board. Who was the Negro who contributed so much in this area?

6. Study about blood plasma. Take blood samples and use microscopes to study them. What did Dr. Charles Drew contribute to this field? Your social studies teacher may pass out at this suggestion, so see your science teacher for help!

7. Construct a current events bulletin board. In addition to Life, Look, etc., use magazines and newspapers published by blacks.

8. Do the Unipac "Peanuts and Things" by Sister Martinelle.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

The family and the community shape the self-concept of the black and the white student.

BEHAVIORAL OBJECTIVE 1:

Given a role-playing situation in which a storekeeper reacts differently to two children, you should be able to point out and list what the storekeeper did to help form the two particular self-concepts of the children he met.

Suggested Activities:

1. Take field trips to shops and stores in black and white neighborhoods to see how you react to others and vice-versa. Write down the results of your experience.

2. Discuss with your teacher and your classmates any experiences you have had in your community which have affected how you feel about yourself.

3. Invite resource people from your community to discuss the contributions they have made to it.

4. Read "Who Am I?" by Jacobson, page 62 in this manual.

5. Ask your teacher to suggest books that are pertinent to Negro life.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 2:

None listed. This is a "discovery" experience.

Suggested Activities:

1. List stereotypes associated with blacks and whites.

2. Do the Unipac "Stereotypes" by Kenneth DeMano.

ADD YOUR OWN ACTIVITIES

"What Shall I Tell My Children Who Are Black"
by Margaret Burroughs

What shall I tell my children who are black
Of what it means to be a captive in this dark skin?
What shall I tell my dear one, fruit of my womb,
Of how beautiful they are when everywhere they turn
They are faced with abhorrence of everything that is black.
The night is black and so is the boogyman.
Villains are black with black hearts.
A black cow gives no milk. A black hen lays no eggs.
Bad news comes bordered in black, mourning clothes black,
Storm clouds black, black is evil
And evil is black and devils' food is black ...

What shall I tell my dear ones raised in a white world?
A place where white has been made to represent
All that is good and pure and fine and decent,
Where clouds are white and dolls, and heaven
Surely is a white, white place with angels
Robed in white, and cotton candy and ice cream
And milk and ruffled Sunday dresses
And dream houses and long sleek Cadillacs
And angels' food is white ... all, all ... white.

What can I say therefore, when my child
Comes home in tears because a playmate
Has called him black, big-lipped, flat-nosed
And nappy-headed? What will he think
When I dry his tears and whisper, "Yes, that's true.
But no less beautiful and dear."
How shall I lift up his head, get him to square
His shoulders, look his adversaries in the eye,
Confident in the knowledge of his worth,
Serene under his sable skin and proud of his own beauty?

What can I do to give him strength
That he may come through life's adversities
As a whole human being unwarped and human in a world
Of biased laws and inhuman practices, that he might
Survive. And survive he must! For who knows?
Perhaps this black child here bears the genius
To discover the cure for ... cancer
Or to chart the courses for exploration of the universe.
So, he must survive for the good of all humanity.
He must and will survive.
I have drunk deeply of late from the fountain
Of my black culture, sat at the knee and learned
From Mother Africa, discovered the truth of my heritage,
The truth, so often obscured and omitted.
And I find I have much to say to my black children.

I will lift up their heads in proud blackness
With the story of their fathers and their fathers'
Fathers. And I shall take them into a way back time
Of Kings and Queens who ruled the Nile,
And measured the stars and discovered the
Laws of mathematics. Upon whose backs have been built
The wealth of two continents. I will tell him
This and more. And his heritage shall be his weapon
And his armor; will make him strong enough to win
Any battle he may face. And since this story is
Often obscured, I must sacrifice to find it
For my children, even as I sacrificed to feed,
Clothe, and shelter them. So this I will do for them
If I love them. None will do it for me.
I must find the truth of heritage for myself,
And pass it on to them. In years to come, I believe
Because I have armed them with the truth, my children
And their children's children will venerate me.
For it is the truth that will make us free.

WHO AM I?

by Theron Jacobson
Primary Teacher
Washington School, Decatur, Illinois

I am Negro --
I am bad.
I am poor white trash --
I am bad.
My mother whips me to make me good --
I am bad.
My preacher says the devil will get me --
I am bad.
Jesus doesn't love me --
I am bad.
I don't know what the teacher says --
I am bad.
I don't understand her so I don't listen --
I am bad.
My teacher puts a paper on my desk --
I don't know what to do --
I do nothin' --
I am bad.
I make pretty colored marks on the paper (I like my crayons) --
It makes me feel good --
I want to show it to the kid next to me and tell him about it --
I talked --
I marked up my paper --
I am very, very bad.
That kid next to me -- he is good --
The teacher likes his paper --
He went to play with some trucks and blocks --
I want to play with blocks and trucks --
No! I am bad.
I marked up my paper --
Blocks and trucks are for good kids --
Bad boys put their heads on their desks --
I am very bad.
I don't feel good --
I made marks on that kid's paper and threw it on the floor --
It made me feel good --
Now I am very, very bad.
The bell rings --
I can go!

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Books

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De Angeli, M. Bright April. New York: Doubleday & Co., 1946.

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Bank Street Readers. New York: Macmillan Company, 1966.

SECTION IV

ANNOTATED LISTING OF UNIPACS

ANNOTATED BIBLIOGRAPHY OF THE

UNIPACS FOR

COMMON PREJUDICES OF NEGROES AND WHITES

Stereotyping

Produced by Kenneth R. DeMano

Performance Level: Junior-Senior High School

Based on the affect that stereotyping has on group behavior, the author explains the forms of social typing and the effects of using a stereotyped idea.

Media and Prejudice

Produced by Ellen Hennessy

Performance Level: Upper Elementary

Realizing that people are not born prejudiced, we can see through this Unipac one way in which prejudice is learned. Various media are presented to show the exclusion of black people from advertisements and how, from this exclusion, prejudices can be formed.

Who's the Goat?

Produced by Ruby Murray

Performance Level: Lower Elementary

This is a Unipac for the primary grade student with reading skills. The primary purpose is to define scapegoating and show its effects on the individual.